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ABSTRACT

This document discusses concepts of a teacher education center and states that teacher education center programs include the following: (a) career-long teacher education, (b) cooperation and collaboration, (c) commitment to shared power, (d) pooling of resources, (e) field-based preservice teacher education, and (f) broader focus on in-service training. Recommendations are made in the areas of governance, functions of a teacher education center, staffing, and funding. Also, changes for sections 231.600-231.610 of Florida's 1973 Teacher Center Act are recommended. The Teacher Education Act of 1973 is included in the appendix. (PD)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

Recommendations of the State Council for Teacher Education Centers

TEACHER EDUCATION ACT OF 1973

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Teacher Education centers can be the single most important influence in this decade toward assuring for all students a humane and adequate learning experience in schools.

Department of Education
Recommendation to 1974 Legislature

STATE COUNCIL FOR TEACHER EDUCATION CENTERS

Appointed
by Governor Reubin O'D. Askew in accordance with the Teacher Education Center Act of 1973

Membership
to be composed of 12 individuals representing school districts, universities and the department of education

Duties
to recommend feasible locations and guidelines for expenditure of funds; to evaluate the progress of teacher education centers

Goals
to make recommendations, design implementation strategies and promote action for the improvement of teacher training both preservice and in-service through teacher education centers

Financial Basis
to be provided through Legislative appropriation to study the concept, cost and funding sources of teacher education centers

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I. INTRODUCTION

The teacher education center brings a new emphasis on collaboration, shared decision-making and clinical experience. These are important elements in both preservice and in-service teacher education. In Florida these elements are found in varying degrees. The Teacher Education Center Act of 1973 represents the State's official position on the teacher education center movement.

> "The most important influence the school can contribute to the learning of any student is the attitudes, skills, knowledge and understanding of the teacher. If any change is desired in the nature of quality of the education programs of the schools it will come about only if teachers play a major role in the change. Teachers can best assist with improving education when they directly and personally participate in identifying needed changes and in designing, developing, implementing and evaluating solutions to meet the identified needs."

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TEACHER EDUCATION – A CONCEPT

The teacher education center is an organized arrangement to promote collaboration in teacher education, both preservice and in-service. It involves teachers, school districts, and teacher education institutions.

A teacher education center draws resources from existing teacher education programs. It does not replace these institutions. It is especially concerned with those aspects of teacher education requiring mutual involvement of concerned institutions.

Teacher education center programs include the following:

- Career-long teacher education to help teachers keep pace with the changing and diversified systems of instruction.
- Cooperation and collaboration among teachers, school districts, and universities which enable new training strategies and procedures to emerge.
- Commitment to shared power among involved agencies to encourage new kinds of collaboration models.
- Pooling of resources in an organized effort to promote widespread use of new education material and equipment for greater benefits for each agency in the teacher education center.
- Field-based preservice teacher education to provide greater involvement in actual on-going classroom environments.
- Broader focus on in-service training to maintain skills for present roles and prepare existing personnel for new roles and responsibility.

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II. RECOMMENDATIONS

The State Council for Teacher Education Centers was established by the 1973 Florida Legislature. In its first report to the Commissioner, the Council made the following recommendations:

GOVERNANCE

- That each center's governance board follow a collaborative model—made possible by existing law with representation from the following groups, provided however, that classroom teachers constitute a majority:

  •Classroom teachers

  •Other representatives of the school district

  •Representatives of institutions of higher learning with approved teacher education curricula

  •Lay citizens

- That duties and responsibilities of the local Teacher Education Center Council include:

  •To recommend policy and procedures for the teacher education center;

  •To develop goals and objectives for the center;

  •To recommend the employment of an appropriate teacher education center staff; and

  •To make recommendations for an appropriate budget.

- That a director of the local teacher education center shall be appointed by the district school board. The local teacher education center council shall recommend the director to the local board through the Superintendent.

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FUNCTIONS

The operation of a teacher education center, as differentiated from governance, must function within the limits of policy and under the direction of the mandates it receives. Therefore, the State Council recommends that teacher education centers assume a coordinating role with a policy structure in which the following functions can be conducted:

- Assessing the in-service training needs as perceived by classroom teachers, school district personnel, university personnel and other concerned agencies.
- Developing programs based on those identified in-service needs.
- Providing human and material resources for in-service training by whichever agents are best prepared to deliver them.
- Assessing needs and providing the resources and experiences for clincial preservice teacher training, thus relating theoretical and practical study.
- Facilitating the entry or re-entry of education personnel into the teaching profession.
- Facilitating training processes which are based on assessment of needs, the development of experiences to meet those needs, and evaluation of the extent to which the needs were met.
- Facilitating internal and external evaluation which would include but not be limited to data gathering, process evaluation, product evaluation, and validation of teaching competency.

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STAFFING

Staffing is crucial to the success of developing teacher education centers. Therefore, the State Council recommends:

- That full-time staff members of teacher education centers be employees of the teacher training institution or district school board.
- That district school boards appoint an administrative director who shall staff the center in accordance with established policy.
- That neither the district school board nor the teacher training institution be expected to yield authority over its employees who become full-time staff in the teacher education center. Changes in any personnel by any agency shall be renegotiated prior to a change.
- That evaluation of the teacher education center staff be in accordance with established evaluation systems of the agency which pays the employee. However, each agency is encouraged to revise its evaluation system to include staff activities in the teacher education center.
- That systems of promotion and reward not discriminate against full-time staff members of a teacher education center. Therefore, explicit guidelines and safeguards in regard to promotion should be negotiated in advance of staff placement.
- That teacher education centers provide evidence of the following:

  •That staff roles are clearly defined and communicated throughout the entire staff.

  •That staff members participate in continuous evaluation and development.

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FUNDING

There was general agreement on the desirability of a plan for funding which encourages school districts and institutions of higher learning to seek, collaboratively, long-range solutions to their common problems which provide a plan for a joint decision-making process. Therefore, the State Council recommends:

- That a dual or parallel funding channel be established for each participating teacher training institution and district school board in a teacher education center, and that funds allocated through this channel be expended only for those items jointly approved by all the participating agencies.
- That the state funding policy include funding for non-credit activities relating to the teacher education centers.
- That the Board of Regents add to its funding formula a factor for teacher education centers (or field activities) for colleges of education.
- That the Florida Education Finance Program be revised to include an in-service or staff development factor, and that the use of the monies generated by this factor be restricted to staff development programs approved by the Department of Education in accordance with guidelines adopted in State Board of Education Regulations.
- That monies be allocated to the Department of Education to buy services from private colleges and universities to help support their participation in teacher education centers.
- That the Legislature appropriate the sum of $600,000.00 as start-up funds for the 1974-75 academic year as provided in Section 231.609 of the Teacher Center Act of 1973.

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RECOMMENDED CHANGES FOR SECTIONS 231.600 - 231.610 OF THE TEACHER CENTER ACT

The State Council for Teacher Education Centers regards the legislation to which the above proposals relate as representing a positive step in the improvement of teacher education in Florida. The provisions of this act are understandable and workable. The Council believes, however, that the over-all effect of the Act would be improved by making changes in some details. The recommended changes for consideration by appropriate officials and committees during the 1974 legislative year follow:

Section 231.603 (2), Establishing Teacher Education Centers

Delete (a), (b), (c), (d) and (e) and substitute the functions of teacher education centers as stated on page 4 of this report.

Section 231.606 (1) (a), Center Council

The local school board, superintendent, classroom teachers, universities, community agencies, and other interested groups shall recommend the membership of a council at each center of not less than nine members, broadly representative of all groups, except that classroom teachers, *state certified persons, kindergarten and grades one through twelve, who work 50% or more of their time at the building level other than those persons in administrative or supervisory positions,* shall constitute a majority.

Section 231.606 (1) (b), Center Council - Duties and Responsibilities

2. Develop goals and objectives for the center. ~~within the policies as determined by the local school board~~.

Section 231.608 (1), Evaluation

Each teacher education center shall submit an annual report to the State Council for Teacher Education Centers. This report *shall be based on the measurable objectives of the center proposal* and shall include, but not be limited to, the following:

Section 231.609 (1) (c), Funding - School Districts

To budget for center activities ~~all~~ appropriate funds for in-service teacher education programs for the district.

Section 231.609 (2), Funding - Board of Regents

The State Council takes no position on 231.609 (2) and will review this Section after action has been taken on the funding recommendations in this report.

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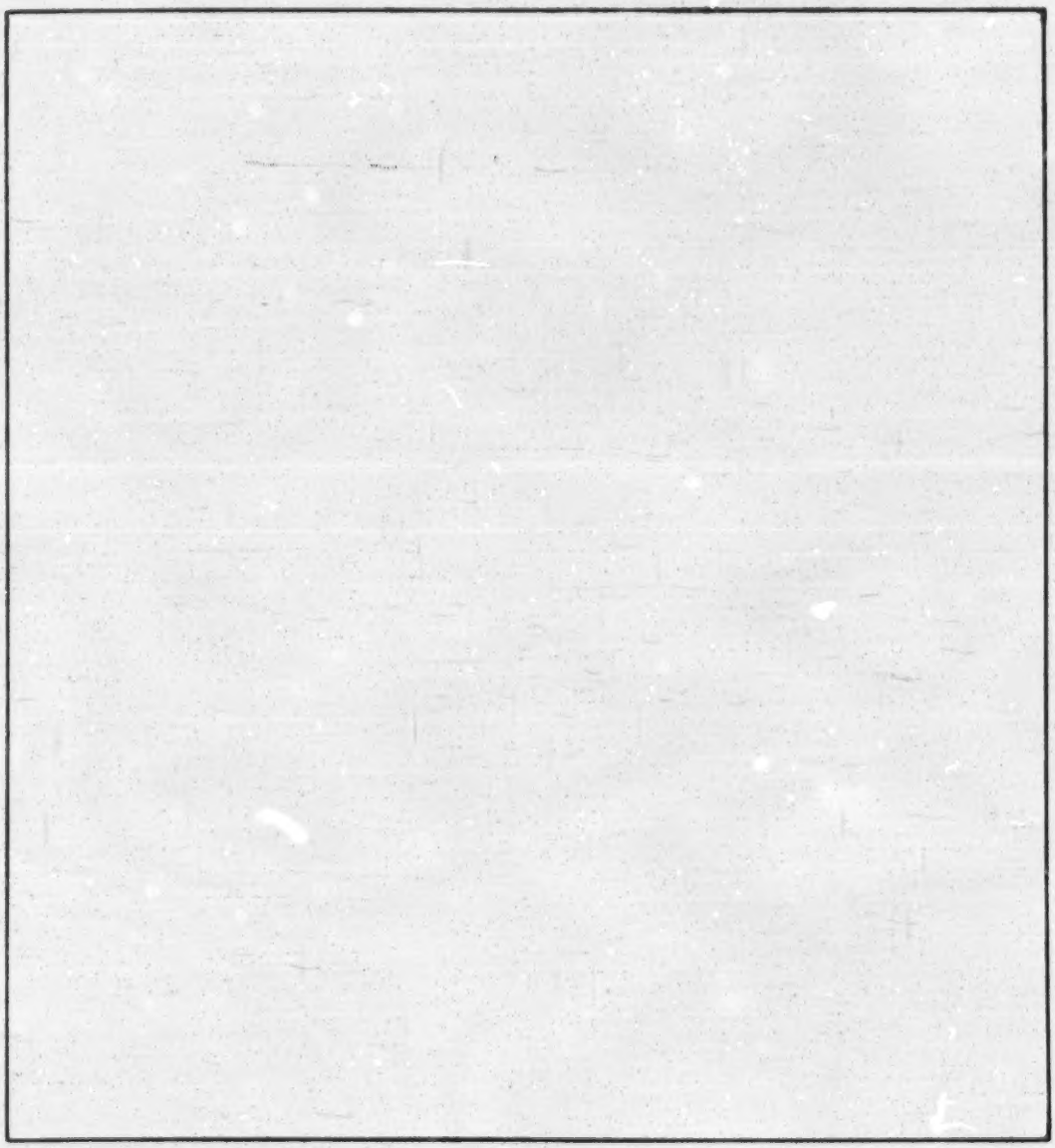
III. TEACHER EDUCATION CENTER – FLORIDA'S POSITION

The education of teachers is inherently a career-long process. It is commonly accepted that teacher education is best carried out through the collaborative efforts of the colleges and universities, the schools and the community. Because of their nature the most appropriate laboratories for teacher education are the schools and the community. Teacher education centers provide the vehicle for shared decision-making involving teachers, school districts, teacher training institutions and the community; it provides for collaborative effort in teacher education, both preservice and in-service, especially in those aspects of teacher education in which an effective program depends upon the mutual involvement of all parties concerned.



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Appendix A

TEACHER EDUCATION CENTER ACT OF 1973

231.600 Short title.—Sections 231.600-231.610 shall be known and may be cited as the "Teacher Education Center Act of 1973."

History.—s 41, ch. 73-338.

231.601 Purposes, intent, and policy.—

(1) The purposes of this act are to declare a new state policy for the education of teachers and to provide support for the developmental and operational activities required to implement the new policy.

(2) The most important influence the school can contribute to the learning of any student is the attitudes, skills, knowledge and understanding of the teacher. If any change is desired in the nature or quality of the educational programs of the schools it will come about only if teachers play a major role in the change. Teachers can best assist with improving education when they directly and personally participate in identifying needed changes and in designing, developing, implementing, and evaluating solutions to meet the identified needs. Historically, the responsibility for operating programs for preservice teacher education has been assigned to colleges and universities, and responsibility for operating programs for in-service teacher education has been assigned to district school boards.

(3) The education of teachers is inherently a career-long process. It is commonly accepted that teacher education is best carried out through the collaborative efforts of the colleges and universities, the schools, and the community. Because of their nature, the most appropriate laboratories for teacher education are the schools and the community.

(4) Effective July 1, 1973, the responsibility for operating programs for preservice and in-service teacher education is assigned jointly to the colleges and universities, to the district school boards, and to the teaching profession, with the colleges and universities having the primary responsibility for operating preservice programs, the school districts having primary responsibility for operating in-service programs, and the teaching profession having the responsibility for providing information to make each institution's program meaningful and relevant. In order to facilitate collaboration between colleges and universities and school districts, ensure appropriate involvement and participation of teachers, and establish procedures for joint utilization of resources available for preservice and in-service teachers, the state board of education shall issue regulations providing for the establishment of teacher education centers in school districts. There shall be no limitation on the number of centers which may be established in each district. Among the purposes of the teacher education centers shall be:

(a) To augment present college and university teacher education programs;

(b) To augment present school district in-service teacher education programs; and

(c) To provide time and opportunity for preservice and in-service teachers to interact with faculty and staff of the colleges and universities and school districts in their common search for the most beneficial educational experiences for students.

(5) It is the intent of the legislature that this act be liberally construed so as to effectuate its purposes as far as legally and practically possible.

History.—s 42, ch. 73-338.

231.602 Definitions.—As used in this act:

(1) "Center" means the headquarters location and the preservice and in-service teacher training activities carried out in a school district in a teacher education center as approved by regulations of the state board of education.

(2) "Teacher education" means all experiences or activities carried out to assist individuals in attaining and maintaining skills, knowledge, and attitudes which enable them to perform in the professional role of teacher.

(3) "Commissioner" means the commissioner of education.

(4) "Department" means the department of education.

(5) "District" means school district.

(6) "School board" means the governing body of each school district.

(7) "Superintendent" means the superintendent of a district school system.

(8) "Teacher" means all professional personnel working toward an educational career or already in education, including school administrators, supervisors, counselors, librarians, and others.

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(9) "Community" means the residents, organizations, and agencies of the same geographic area served by the local school district.

History.—§ 43, ch. 73-338.

231.603 Establishing teacher education centers.—

(1) To effectuate the purposes of this act, the state board of education shall adopt and plan regulations providing for the establishment of teacher education centers. Each teacher education center shall be planned, financed and staffed jointly by one or more school districts and by one or more colleges or universities. Community colleges may participate in appropriate phases of teacher education center activities.

(2) The program of each teacher education center shall include, but not be limited to, the following:

(a) To provide in-service teacher education.

(b) To provide preservice teacher education.

(c) To prepare and reproduce teacher training materials.

(d) To develop and encourage community participation in educational programs.

(e) To recommend programs through which provision is made for alternative routes to certification and completion of masters degrees.

(3) Programs offered through teacher education centers shall be approved by the department of education in accordance with appropriate standards and procedures for approval of preservice and in-service programs for teacher education and to achieve the purposes of this act.

(4) A teacher education center may initiate, in keeping with the standards established by the department of education, any program determined to satisfy a need demonstrated within the school district.

History.—§ 44, ch. 73-338.

231.604 State council.—The governor shall, within thirty days following the effective date of this act, appoint a State Council for Teacher Education Centers.

(1) MEMBERSHIP.—The council shall be composed of twelve members as follows:

(a) Six members shall be classroom teachers.

(b) Two members shall be college or university teacher educators.

(c) One member shall be a district school superintendent.

(d) One member shall be a district school board member.

(e) Two members shall be representatives of the state department of education.

(2) TERMS OF APPOINTMENT.—The terms of appointment for each council member shall be three years and until his successor is appointed and qualified, except in the case of an appointment to fill a vacancy, in which case the appointment shall be for the unexpired term. However, the initial appointments shall be as follows: four members for one-year terms; four members for two-year terms; and four members for three-year terms.

(3) PAYMENT OF EXPENSES.—Members of the council shall be entitled to receive per diem and expenses for travel as provided in §112.061 [F.S. 1973] while carrying out official business of the council.

(4) DUTIES AND RESPONSIBILITIES.—As soon as practicable following appointment of the council, the commissioner of education shall call an organizational meeting of the council. From among its members, the council shall elect a chairman who shall preside over meetings of the council and perform any other duties directed by the council or required by its duly adopted policies or operating procedures. The council shall also perform the following duties and responsibilities:

(a) Recommend to the department of education the most feasible locations for the teacher education centers from proposals submitted by school districts and universities as provided in § 231.603(1).

(b) Recommend guidelines for expenditure of funds for teacher education centers.

(c) Evaluate the progress of teacher education centers, including specific programs as provided in § 231.608.

(d) Perform such other duties as may be required to achieve the purposes of this act.

History.—§ 45, ch. 73-338.

231.605 Facilities.—The headquarters of each teacher education center shall be located in a suitable facility owned or leased by the district school board. The central operation of the teacher education center shall not occupy space which is also regularly used for normal classroom instruction of students.

History.—§ 46, ch. 73-338.

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231.606 Administration of local teacher education centers.—

(1) CENTER COUNCIL.—The local school board shall appoint the members of the council at the teacher education center.

(a) *Membership.*—The local school board, superintendent, classroom teachers, universities, community agencies, and other interested groups shall recommend the membership of a council at each center of not less than nine members, broadly representative of all groups, except that classroom teachers shall constitute a majority.

(b) *Duties and responsibilities.*—The center council shall perform the following duties and responsibilities:

1. Recommend policy and procedures for the teacher education center.

2. Develop goals and objectives for the center within the policies as determined by the local school board.

3. Recommend the employment of an appropriate teacher education center staff.

4. Make recommendations on an appropriate budget.

(2) SCHOOL DISTRICTS.—The school board of each district in which a teacher education center is approved by the department of education shall perform the following duties and responsibilities:

(a) Appoint the members of the teacher education center council.

(b) Adopt policy and procedures for the teacher education center.

(c) Adopt a budget for the teacher education center.

(d) Appoint the director and staff of the teacher education center.

History.—§ 47, ch. 73-338.

231.607 Multidistrict centers.—

(1) In multidistrict centers, council members shall be determined as provided in § 231.606. However, a proportionate number of members shall come from each district according to the total number of teachers in each district.

*(2) In determining the number of special teacher services units to be allocated for administration and staffing of a teacher education center as provided in section 12, the minimum foundation program instruction units and number of preservice participants of each participating district shall be added together. A proportionate fraction of the special teacher services units earned shall come from each district.

History.—§ 48, ch. 73-338.

*Note.—Subsection (2) was made superfluous by the repeal of § 236.04(7) by § 16, ch. 73-345. It will be repealed by a subsequent reviser's bill.

231.608 Evaluation.—

(1) Each teacher education center shall submit an annual report to the state council for teacher education centers. This report shall include, but not be limited to, the following:

(a) A description and evaluation of programs conducted under the supervision of the center.

(b) The number of participants in center program activities.

(c) A description and evaluation of methods of center operations.

(d) A statement of center expenditures.

(2) The state council shall review the annual reports and submit its evaluation to the state board of education, president of the senate, speaker of the house of representatives, and chairmen of the senate and house committees on education.

History.—§ 49, ch. 73-338.

231.609 Funding.—Teacher education centers shall be funded jointly by participating school districts and colleges and universities, the department of education, federal or private grants and donations, fees, and funds from any other appropriate source. The primary funding responsibility shall be as follows:

(1) SCHOOL DISTRICTS.—The duties and responsibilities of the school board of each district in which a teacher education center is approved by the department of education shall be:

(a) To provide appropriate and adequate facilities for the operation of the center.

(b) To employ a director and appropriate staff for the center.

(c) To budget for center activities all appropriate funds for in-service teacher education programs for the district.

(2) BOARD OF REGENTS.—The duties and responsibilities of the board of regents shall be to adopt, or cause to be adopted, policies and procedures necessary to accomplish the following:

(a) Full-time equivalency faculty and nonfaculty positions equal to the student credit

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hours, undergraduate or graduate, earned by individuals participating in activities of teacher education centers established pursuant to this act shall be allocated to the activities of the centers where generated.

(b) All appropriate faculty professional activities and services, in addition to student contact hours teaching performed in school districts to effectuate the purposes and intent of this act, shall be recognized on the same basis as all other activities or services recognized for faculty rewards, including salary and promotions, and for allocating faculty time for research, counseling, and all other nonteaching services.

(c) The pro rata amount of nonfaculty support and other resources appropriated for the state university system is allocated for the activities of the approved teacher education centers where generated.

(3) COLLEGES AND UNIVERSITIES.—Each college and university, public or private, participating in an approved teacher education center shall allocate for the approved college or university activities carried out in the teacher education center full-time equivalency faculty time and other appropriate resources equal to the allocation for the same type of activities carried out in on-campus programs.

(4) DEPARTMENT OF EDUCATION.—The department shall not approve any teacher education center unless it is assured that essential teacher training materials, supplies, and equipment required for the preservice and in-service teacher education programs and activities to be undertaken by the center are available, or will be available at the appropriate locations in the school district. Beginning with the fiscal year 1974-1975 the commissioner shall include in the legislative budget of the department of education a request, with detailed justification, for the amount of funds necessary to allocate to each authorized teacher education center the appropiate amount for the purchase of the essential teacher training materials, supplies, and equipment for evaluation purposes to be carried out during that fiscal year. Funds appropriated to the department of education pursuant to this act shall be used by school districts exclusively for the purchase of teacher training materials, supplies, and equipment and for evaluation purposes as required pursuant to §231.608. However, nothing in this section shall be construed to authorize or appropriate any additional funds other than the start-up funds set forth in §231.610, it being contemplated that ongoing funding shall come from funds already being expended on teacher education.

History.—s 50, ch. 73-338.

231.610 Noncredit activities.—

(1) All noncredit student contact hours of instruction by faculty of the state university system in teacher education center activities conducted in school districts shall be computed for state appropriation purposes at the same rate as those for upper division credit courses. College or university faculty shall not be eligible for honoraria for consultant or any other services performed in programs or activities of approved teacher education centers.

(2) An amount shall be appropriated to the department of education for the purchase of services from independent colleges or universities and other agencies or individuals appropriate to the program of an approved teacher education center.

History.—s 52, ch. 73-338.

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DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA
RALPH D. TURLINGTON, COMMISSIONER

This public document was promulgated at an annual cost of $279.51 or $.28 per copy to disseminate the findings and recommendations relative to the funding, staffing, functions and role of the Teacher Education Center as prepared by the State Council for Teacher Education Centers in funding the Legislative Mandate, 231.600-231.610 of the Teacher Center Act of 1973.